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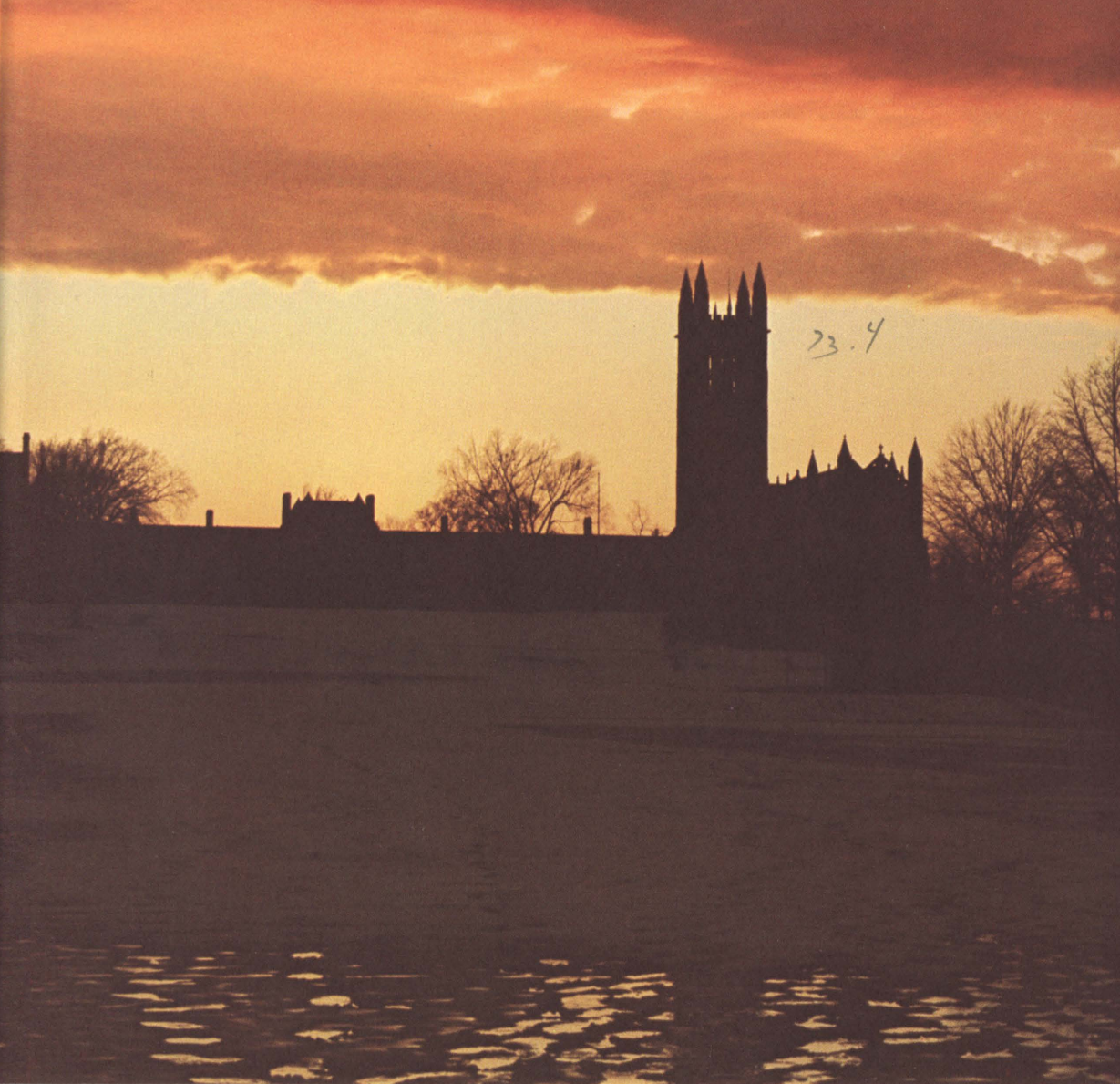
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TRINITY COLLEGE BULLETIN

Report of the President

1976-1977

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VOLUME LXXIV

NUMBER 4 (SEPTEMBER 1977)

The Annual Report of
PRESIDENT THEODORE D. LOCKWOOD

September 1977

Trinity College
Hartford, Connecticut

"Trinity is alive and well in Hartford!" This opening statement became irresistible as we watched the launching of a new program this summer, entitled "Trinity Alive!" The College is offering a series of plays, dance workshops, musical recitals, and similar activities for a public that has not found such events available in this region during the summer months. It is part of the revival of Hartford and our immediate neighborhood. To begin on such an optimistic note is appropriate because the College has had another good year.

As I begin my tenth year as president, we are continuing the planning to which I drew attention in last year's *Annual Report*. We are considering the academic objectives proper to this institution as the national debate over general education proceeds. We are projecting our needs in physical facilities and renovations. I shall comment on many of these developments in the course of this *Report*.

But first let me explain the use of the first person plural. It is quite proper that I refer to "we" whenever discussing progress at Trinity. I remember Marian Anderson's reply to a lady who observed that the singer always said "we," even in referring to her concerts. Miss Anderson answered: "My dear, nothing in this life is accomplished alone—there is always a 'we'." Trinity is fortunate in having a dedicated faculty and staff; little would occur were it not for this loyal spirit, fortified by tremendous hard work on the part of all.

In reflecting on Trinity, we should recognize the dimensions within which we operate. We are a small college of outstanding quality. That fact requires us to be alert to the manner in which we serve not only our own constituency but also the wider society. That smallness—2000 students, including master's candidates, out of the ten million in post-secondary education of some sort—defines our task as essentially qualitative. The justification for what we offer must be its intrinsic excellence.

Trinity has long been a predominantly residential college. Although we shall supplement the Individualized Degree Program with a new effort to make regular classroom instruction available to upwards of one hundred older, non-resident students, the great majority of undergraduates will continue to reside on campus. This fact necessitates regular review of extracurricular life; for the experiences students have in the dormitories, on the playing fields and in the neighborhood are important ingredients in their overall education.

As I turn to the issues which form the bulk of this *Report*, I confess to a lack of objectivity. I take great pride in this College. As an alumnus and as president I have a fondness for Trinity which precludes a completely dispassionate analysis. The Trustees suffer from the same failing. But I am convinced that affection is far preferable to what could easily become indifference—that indifference to people

and traditions from which the world suffers all too often. The enthusiasm with which all who are associated with the College approach their tasks is, after all, a source of great strength.

I PURPOSES

Nothing is more important to an institution than the broad purposes it seeks to serve. Having often tried to express those purposes for Trinity, I know how difficult it is to capture the animating spirit of liberal education in an undergraduate college. Many are the eloquent statements others have composed in their times to express the goals of this institution.

In his inaugural address of 1849, President John Williams remarked:

"(Trinity's) object is far less to store with actual knowledge, than to train up to a capacity for storing. So that the measure of a person's progress, who has passed through his undergraduateship, and is proceeding to his first degree, is by no means the amount of facts or even principles of which he has made himself master; but rather the condition of his mind, as to spring and saliency, and ability for grappling with great principles, and storing in orderly and useful arrangements, all those 'manifold knowledges,' as Lord Bacon calls them, which it will be the labor of his life to gather and preserve."

In his Annual Report for 1938 President Remsen B. Ogilby affirmed that "our duty to the cause of education in America impels us to hold fast to the ideal of a college of liberal arts . . . emphasizing in and out of our classrooms and laboratories the worth of beauty, the dynamic power of goodness, and the immortality of truth, confidently expecting by such means to raise up leaders for the future and to play our part among the colleges of America." My immediate predecessor, the late Albert C. Jacobs, defined Trinity's "high mission" in these words: "To promote the intellectual, physical, moral and spiritual development of the young men entrusted to our care so that they may become intelligent, self-reliant, upright and enlightened citizens and leaders, whose personal lives are happy, fruitful, and meaningful. We aim to train them to be qualified to meet the complex problems of the exciting world in which they will live; to develop character, which is the proper blending of wisdom, integrity, responsibility, and human understanding with spiritual values; to think and to act for themselves, to think as individuals and not as a group; and to make sound judgments."

All of these statements of purpose retain a validity today; all also reflect the necessarily transient prose used to describe the institution in relation to its social

context. Invariably we reflect the dominant concerns of the particular era, try as we may to rise above the ephemera of time and place. We are always troubled by the tension between our traditional obligation to transmit what has been learned about the world over the centuries and the inevitable pressure to address the most urgent concerns of the present. How, for example, do we adjust the liberal arts tradition to all the changes that have occurred in the last ten years—the opening of education to greater numbers of people of all ages, the changing roles of women, the sometimes radical transformation of social mores and expectations, and so forth? The accommodation of such changes surely requires exceptional wisdom.

Central to the search for wisdom is a consideration of the values which will guide our personal and civic lives for the balance of the century. Faced with a perhaps tumultuous future, society expects liberal education to prepare men and women to handle insecurity, problems with no precedents, bewildering departures from convention. That task puts a premium on disciplined intelligence.

There is a delightful story about Adlai Stevenson when he was running for governor in Illinois. One of his supporters told him that he would certainly receive the vote of every thinking person, to which Mr. Stevenson retorted: "Trouble is I'll need a majority." One of the purposes of liberal learning at Trinity is to remind us that far too often we are betrayed by yesterday's assumptions or today's incomplete knowledge. Intelligent questioning of what it is we know and believe can enable us to transcend the limits of inherited vision.

Yet, it is quite clear from any reading of contemporary discussions that many people are worried about the neglect of our cultural heritage. In our preoccupation with current dilemmas, have we overlooked the wisdom of the ages? Do students know Shakespeare anymore? Have they read *The Federalist*? Are Copernicus and Newton nothing but vaguely familiar names? The worry is legitimate. There is every opportunity for students to select courses rich in such materials. But that is not enough. We shall re-examine the guideline courses and re-emphasize their availability to students. We are continuing our study of actual course selections by graduates to determine whether we should do more.

I take some comfort from our experience with the Mellon symposium this year. Five faculty, drawn from as many disciplines, read extensively in the history of nineteenth century Europe to rediscover that world's view of the individual. Their public symposia attracted many students and colleagues and led to significant discussions based on an appreciation of our predecessors' understanding of the human condition. From this experience we are developing a program of studies which may form the nucleus of an honors program available to freshmen in 1978. It is a dramatic reconfirmation of our obligation to draw upon the past for insights

into the present. From this exercise we also hope that we may learn how better to assure the clarity and compassion, the competence and intellectual discipline necessary to attain the broader human purposes to which all learning is dedicated.

Professor Charles Frankel of Columbia University phrased this goal in compelling fashion: "The greatest of human arts is that of finding a past that has not only made us its victims but can ennoble us; it is that of envisaging a future with an imagination that is larger because it is liberal and more disciplined and prudent because it is liberal." Translating these purposes into the curriculum requires a clear recognition of those factors which influence the design of any curriculum today.

In the course of this past year we began a careful review of our program in the arts. I have long thought that the arts should play an important and conspicuous role in the curriculum and life of the College. Whether one classifies them with the humanities (with which they have a certain affinity) or as a separate division, the arts combine to offer a perspective essential to an understanding of the human condition. Thus they are highly pertinent to the general purposes of the institution.

As our review of the arts proceeds, three assumptions are paramount. First, there should be a creative relationship among all the arts represented here. Second, we should utilize as fully and imaginatively as possible the splendid facility which the College has in the Austin Arts Center. And third, we must so staff the arts that we make clear how important the arts are at Trinity.

Turning to some specifics, we have had to recast the music staff as a result of Professor Clarence H. Barber's untimely death last January. I am pleased to report that we shall have three new, highly qualified instructors in the music program and a part-time organist. We have concluded that, for the present, we should continue to offer introductory courses in music literature, history and theory, plus some advanced work for especially interested and talented students. We know that we cannot and should not have a conservatory. At the same time we realize that a small but enthusiastic group of students is attracted to Trinity by the prospect of pursuing a music major within a broader liberal arts context. Through the Hartt School of Music at the University of Hartford we have been able to meet the special needs of such students. We shall review this aspect of our music commitment as part of our general survey of the arts.

As for the fine arts, the quality of Trinity's programs has risen appreciably in recent years as we have been able to add staff. So also has the level of student interest risen. Certainly art history has impressive enrollments—one of several factors prompting the Educational Policy Committee to study whether additional

staffing is needed. The studio arts seem to have attained a stability and range of offerings appropriate to the major now available. It is important that we build on this traditional strength in the fine arts, for many students seek such training, again within the context of a college of liberal arts and sciences.

Trinity also offers instruction in theatre arts and dance. There is a major in the former but not the latter; neither has departmental status. Both programs have effectively served sizable numbers of students while adding a valuable element to the cultural life of the campus through frequent public performances. I think it may now be time to combine the two programs into a performing arts department. Majors in the department would concentrate in either theatre or dance and take related courses in other arts and humanities programs. The feasibility of this approach is now being studied by both the Curriculum Committee and the Educational Policy Committee. We expect to reach a decision by the end of the Christmas term.

In a quite different vein, we have felt for some time that Trinity's location in a city and the state capital provides our faculty and students with opportunities rarely available in liberal arts colleges. For years we have had successful internships at the legislature and various public and private agencies in Hartford. Faculty in a number of disciplines, including political science, sociology, urban and environmental studies, and psychology, have encouraged students to test theoretical perspectives through field work projects in the metropolitan area. With student interest in community service again on the rise, we are mounting an organized effort to create more internships and volunteer opportunities with neighborhood organizations. For those worried about campus apathy, this resurgence of community involvement is most encouraging. In May we announced creation of a master's degree program in public policy studies, to be run jointly with the University of Connecticut Law School. It promises to be a popular program and an effective contribution to the region's needs.

These are all valuable activities, but I believe Trinity can do even more. Society needs intelligent, knowledgeable, and morally discerning public servants at all levels of government. Even more urgent is the need for a thoughtful and informed citizenry—men and women who can grasp the intricacies of public issues and contribute constructively to their resolution. Without an abundant supply of such citizens, democracy may degenerate into mere form and ritual as vital decisions which affect us all go by default to a small elite of specialists.

Under these circumstances I am convinced we must breathe new life into the old idea that liberal education should prepare people for intelligent citizenship. In part, my concern is to provide the necessary background to students wishing to

pursue careers in government service. But equally important is that majority of students whose main orientation is not toward public affairs. Can we better equip them to cope with the demands of democracy?

Any program directed to that end will incorporate several general features. First, it will teach students to reduce complex issues to manageable parts without falling prey to oversimplification. Second, it will help them put in proper perspective the wealth of social and economic information which we generate but often fail to apply to the solution of public problems. Most important, it will alert students to the values embedded in policy decisions. We know that conflicts of value are inherent in most questions of policy; for example, debates over taxation or welfare involve competing concepts of distributive justice and, ultimately, divergent visions of the good society. Yet, few of us trouble to analyze out such conflicts or to establish the appropriate context for their review. Consequently, many discussions of public issues produce more passion than understanding.

Educating people for intelligent citizenship can be an elusive goal; there are no simple formulas for achieving it. But despite the difficulties, I am persuaded that the effort to devise such courses is advisable. Given the resourcefulness of our faculty and our location in a center of government, the outcome could be quite salutary.

I mentioned in last year's *Report* that we planned to establish a writing center to address the need of many students for greater proficiency in the use of the English language. Subsequent study and generous support from an alumnus led to the appointment of a writing specialist. He will offer courses in composition and, with the help of others, provide individuals with assistance on specific writing problems. At the same time most freshman seminars will heavily emphasize expository writing. We believe these steps can significantly improve the ability of students to express their ideas clearly and effectively.

Last year I also discussed the possible benefits of interdisciplinary courses as a means of demonstrating to students the "inter-relatedness" of knowledge. Approximately a half dozen such courses are in the catalogue for the coming year, including three special seminars which emerged from a Curriculum Committee project to foster interdisciplinary teaching. The creation of these experimental offerings illustrates the imaginativeness of the faculty and their readiness to undertake important curricular innovations. For example, two faculty will offer "The Poet and Prophet in Greece and Israel"; two others will present "Historical and Literary Perspectives in European History on European Society, 1870-1920"; and a sociologist and psychologist will discuss "Men and Women" from their separate perspectives.

Another substantive issue that has arisen at Trinity and elsewhere concerns the shift in enrollment patterns among academic programs. Occasionally we also hear students and parents question whether there is sufficient opportunity for students to enroll in small classes and thus receive the individual attention appropriate to a liberal education. We have analyzed this problem and can provide this information about Trinity.

The College offered 623 courses or sections during the Christmas and Trinity terms this year. Sixty-nine courses enrolled five or fewer students and 195 had ten or under. That is, nearly one-third of the courses provided ample opportunity for close faculty-student interaction in class. In addition, numerous students signed up for independent study projects. It is also well to note that senior seminars within the major and freshman seminars seldom exceed fifteen. Necessarily we have seen a few more large classes. This year eleven courses enrolled over 100 students. I sense nothing ominous in this fact: not only is the large-lecture format suitable for certain courses, but it exposes students to a different style of presentation. A few such classes have a legitimate place in our overall "mix" of offerings.

Shifts in the choice of majors present a problem to which our faculty has adapted quite resourcefully. For example, during each of the last three years the number of juniors and seniors concentrating in economics has doubled. That should reassure anyone who wonders whether students are career-conscious! For some it is a practical consideration. Others combine economics with another field as a double major. What have been the consequences for, say, the history program? Surprisingly, although the number of majors in history has fallen and enrollments in the field are declining nationally, at Trinity this department attracts more students than any other—with English and psychology not far behind. We are confident that we can successfully adjust to these and future changes in student preferences. When courses are well taught and deal with significant material in a rigorous manner, they attract good students.

II PROGRESS

My repeated references to the past do not mean that the title for this section of the *Annual Report* is a return to the nineteenth-century notion of progress. Actually much of what has been said thus far constitutes tempered progress. At this point I wish to report upon other matters and plans now being formulated for further improvements at Trinity. The first comments concern the administration, faculty, and trustees.

We continue to review the extent to which our administrative organization meets the requirements for service typical of today's educational institution. We have participated in a special management study sponsored by the Exxon Foundation to determine ways in which we may improve upon our performance. Those results are not yet in. What continually impresses us is the complexity of contemporary organizations. For example, the recent guidelines for the handicapped, issued by H.E.W., call for substantial paper reporting and then an evaluation of our ability to implement those provisions. In admissions we are persuaded that the situation calls for greater involvement of alumni so that we may identify and follow up on candidates with greater sophistication and precision than we can currently—and with closer attention to individual merit.

We have set ourselves certain priorities within the administration and have established a system to monitor our progress. We look forward to the help which Mr. James F. English, formerly chief executive officer of Connecticut Bank and Trust Company, will provide as Vice President for Finance and Planning. It is clear that independent colleges and universities must be in a position to respond to changing conditions evermore effectively and efficiently over the coming decade. As we refine our management techniques, I am confident that Trinity will continue to provide a model for other institutions and to serve its many constituencies considerately. There is no substitute for sensitivity to the needs of others.

The faculty of Trinity College has provided, in keeping with our tradition, a strength and breadth of programs in which we can take great pride. As an addition to this year's Report I am including a list of some scholarly achievements of the faculty. In addition, many have been involved in various Mellon projects, the Horizons series of lectures, television presentations, and community activities. We are particularly pleased that we were able to give larger-than-normal increases in salaries for 1977-78, a sign of our intent to make Trinity salary scales comparable to those at the best colleges in the country. We have also improved the fringe benefits.

One issue which has arisen and which will receive consideration this fall is the role of departmental chairmen. The demands upon chairmen have changed over the years, as a result not only of internal policies but also outside requirements, such as affirmative action. We will seek to clarify their place in the structure of administration at the College.

The Board of Trustees has had an active year. The various committees have considered many issues. Particularly, the Institutional Planning Committee has reviewed the College's priorities. The Trustees' greatest concern has been to iden-

tify those means by which to improve the College. Academic quality remains the highest priority. Consideration of student and faculty problems and prospects has been foremost in their discussions. At the same time they have been aware that Trinity enjoys an unusually attractive set of facilities which adds much to the educational process. For years we have been investing money in the repair and renovation of those facilities. The Trustees are committed to an addition to the Library so that it may continue to be a major factor in our academic eminence. Simultaneously other needs have prompted immediate action, best summarized in the statement issued by the Chairman and reproduced below:

“As Chairman of the Trinity College Board of Trustees, I am writing to the College community concerning decisions taken by the Board at its meeting over Commencement weekend. For over a year the Institutional Planning Committee of the Board of Trustees has been reviewing the major opportunities before the College during the next five to ten years. In general, we concluded that Trinity was particularly well-poised to move ahead academically, to sustain its strong student body, and to improve the physical setting. As we approach the successful completion of our Capital Campaign, a portion of which will be directed towards an addition to the Library, the Trustees felt that we owed our supporters and the College a further demonstration of our confidence in the future.

“The Trustees have been continually concerned about some of our residential housing for students. We concluded that we needed to provide one hundred beds in a new residential unit, both so that we can reduce the overcrowding in certain dormitories and improve our overall housing. Therefore, we shall begin construction as rapidly as possible of a new building to the south of our present south campus residences, in a style comparable to those three dormitory halls. We shall pay careful attention to the study conducted by Vice President Smith concerning student preferences; we shall invite certain students and others to review the internal layout of the new residence hall. We are delighted that we can thus move to enhance residential life at Trinity.

“We have also concluded that it is most important we begin appropriate restoration of faculty offices in Seabury. We are aware that there has been a shortage of faculty office space; that certain offices do not provide conditions which are appropriate to faculty study and conferences with students. We have concluded that it would enhance the conditions for the department of English to be housed in 115 Vernon Street. This move would permit a seminar

room, a lounge for informal meetings for all members of the department. It will also permit the College to begin renovations in the basement of Seabury in 1978-79. We consider this use of 115 Vernon Street as an efficient and gracious conversion of the President's former residence.

"This move necessitates the building of a new President's home, so designed that one section of it may more effectively serve the public purposes and be available to faculty and others for official events. We have decided to locate it on the corner of Summit and Vernon. We recognize the inconvenience to the Lockwood family, but we agree that no alternative meets our overall objectives as compellingly. This decision should in the long run enhance the College and add an attractive new building at the northern reaches. It is also the best and most economical combination whereby we may meet faculty needs and the desirability for some additional public space, both in the new President's home and for faculty in 115 Vernon Street.

"In closing, may I assure the Trinity community that the Trustees are committed to the continuing enhancement of the College and its facilities. We hope that all of you will share in our enthusiasm for the important addition to the Library, the significant improvement of our student residences, and the creation of new office space as well as the restoration of our most significant historical landmark, the buildings on the Long Walk."

These commitments require careful and prudent financial management. Yet, the goal is consistent: to enhance the campus as a center of learning and living.

Another area of progress has been the expansion of our athletic program. Athletics at Trinity College remain delightfully amateur in spirit and impressively successful in results. As a member of the New England Small College Athletic Conference, we are committed to the concept that every student should have the chance to participate in intercollegiate sports and that financial assistance to athletes should be awarded strictly on the basis of need—as it is for a violinist or thespian. On many campuses professionalism in sports and the "buying" of athletes are too rampant for the good of higher education. But my purpose here is not to point up the need for reform; rather, it is to emphasize the progress of Trinity's program.

To illustrate: 832 students came out for the varsity teams and 159 others participated in informal sports. Nine years ago the total for both was 620. In addition, a record 1,574 persons participated in 776 scheduled intramural sports contests—an increase of 20% over last year. (Of course, many students go out for more than one team or intramural squad.) To my knowledge no other college Trinity's size

can claim such a high level of participation and just plain enjoyment of the physical exercise involved: it lends credence to the College's concern for a sound body as well as a good mind.

But this experience presents problems. Our facilities are heavily used by staff, alumni, and neighborhood groups as well as students, and our athletic staff is stretched. The growth of interest in crew and hockey raises other questions of available facilities and equipment. Therefore, we shall review the results carefully, particularly as to the opportunities available to women. Of one thing we are fully persuaded: amateur involvement is far better than training the professional.

Finally, we have made progress in becoming more sensitive to the concerns of women. This year I formed a Special Council on Women which, like the Special Advisory Committee on Minorities, acquaints me directly with problems that women staff members and students may encounter. The Council will also assess our progress in resolving those issues. As is so often the case, an early-warning system can permit timely responses. The Council can also serve well in advising us on broader questions of College policy.

III PRESENCE

Alliterative attractiveness alone did not dictate the use of "presence" as the title of the third section of this report: we feel that many developments both add to and flow from the presence of Trinity. I have already alluded to the benefits we reap from being in a medium-size metropolitan area strategically located in the Northeast. Admittedly urban communities have problems, and Hartford is not immune. But we also benefit from our location.

Because we recognize the advantages, we have enlarged our involvement in the neighborhood. Trinity has taken the lead in bringing together the Institute of Living and the Hartford Hospital in a cooperative effort to address the problems and possibilities of the South End of the city. We have employed a consultant to confer with groups in the area, to encourage new programs, and to assess what these three institutions may do. Obviously we are not financial institutions that can provide resources for urban renewal, but we do have human resources and a distinguished reputation which can be of assistance at various levels. Our major task is to work with community groups in resolving issues that the groups themselves bring forward.

To that end we have assisted in the formation of a neighborhood business and professional organization which has met to consider, among other things, the

renovation of Park Street. Representatives from the Hospital, the Institute and Trinity regularly attend block meetings convened to discuss housing problems. We have participated in the founding of a weekly South End newspaper. We have consulted with appropriate bodies in the city about special projects such as the rehabilitation of the Congress Street area, four blocks east. And we continue to work with the local schools as they call upon us.

Through these activities we provide an unusual opportunity to members of the Trinity community to learn firsthand the dilemmas confronting urban areas. Over time this kind of activity could make a significant contribution not only to Trinity's posture in the community, but also to the education of students and staff involved.

Closely related to this neighborhood involvement is the fresh attempt to make our facilities available during the summer months for public events. Our summer sports program for neighborhood youth has long attracted an enthusiastic response. Now with "Trinity Alive," we are seeking to offer entertainment and educational opportunities to people interested in the arts. The response has been most encouraging. I should mention that the Board of Fellows had been studying how we may better use the campus during the summer, and this summer's activities follow from one of their long-range proposals. These programs have the added advantage of permitting some of our faculty and staff to work with others under conditions quite different from the regular year.

Trinity has also been playing a major role in numerous educational organizations. My year as chairman of the Association of American Colleges afforded me the chance to be informed of what is happening around the country in higher education in a manner no news clipping service does; it also brought to the attention of others the work being done at Trinity. The Greater Hartford Consortium for Higher Education has meant much to Trinity, in its relations with the other institutions and with the Greater Hartford area. Vice President Thomas A. Smith's association with Connecticut Public Television, our neighbor at the south end of the campus, alerts us to opportunities there and extends Trinity's contribution to this important medium. Our membership in the Consortium on Financing Higher Education, the Connecticut Conference of Independent Colleges, and several other groups illustrates once again both the high regard accorded this college and the unusual opportunities we have to remain abreast of the central concerns before the community of higher education.

It has been equally interesting to review the people who have been guests of the College this year as lecturers. Fifty-two individuals came to visit the campus for from one to three days and to address groups ranging in size from ten to 500. They

have included Eldridge Cleaver and Sir John Eccles, Gwendolyn Brooks and Irving Howe, Eugene McCarthy and Edwin Reischauer, George Plimpton and Harry Reasoner, Norman Pittinger and the Reverend Owen Thomas, Russell Train and Lowell Weicker. Two alumni, the Reverend B. Bradshaw Minturn, '51, and Bishop Frank S. Cerveney, '55, both delivered sermons. Those familiar with the "master calendar" know outstanding events occur constantly on the campus. They also know how difficult it is to secure a dining room and lecture hall on any given evening. We are pleased that we can host these events for they demonstrate yet again the vitality of the College community.

Before closing I should refer to Trinity's financial position. We operated in the black again this year and project a balanced budget for 1977-78. The response to our Annual Fund was most gratifying, for we realized that our Campaign to Sustain the Values of a Trinity Education called upon extraordinary generosity by alumni, parents, friends and others. As I write, that campaign is within a few thousand dollars of meeting the \$12,000,000 goal. To those who made this fund-raising effort such a success we extend our deepest appreciation.

IN CLOSING

In remarks to the faculty last fall, I said: "In the course of the undergraduate years we can and should remind students that ultimately they will need some vision of reality. But in the everyday sense, our goal is to provide the means to that judgment of what is and what ought to be. We are trying to help people to distinguish among ideas, to handle facts and theories, to develop intellectual discipline while revelling in the freedom to explore and to question at all levels."

There are hidden assumptions in that statement that deserve explication. As a faculty we must have a strong conviction that the intellectual approach to problems is essential. We must have the ability to persuade students that ideas are vitally important to the full life well led. I am reminded of a passage in the Curriculum Revision Report of 1968, a passage which stands up extremely well after nearly a decade: "A college has a proper function, but not, strictly, a proper end. It is a living argument for the thesis that the habit of learning and reflection is not only of vast utility, but is intrinsically satisfying." At a time when students are, quite understandably, preoccupied with the more utilitarian aspects of education, they can easily miss its intrinsic satisfactions. We are under a strong obligation not to let that happen; for if students never experience the special exhilaration that comes with intellectual discovery, they miss the essence of liberal education.

In meeting that obligation, we must be ready to challenge conventional wisdom. The transmission of information is never sufficient: received knowledge has a way of slipping into the shopping bag almost as easily as potato chips, to be used as the occasion demands but not as a critical ingredient of life. (The metaphor may be inelegant. But I remember that, when he taught at Trinity, Sir Alfred Zimmern, the eminent classical scholar and student of international affairs, distinguished among books by suggesting that some we should simply lick, others we should savor, while yet others we should chew thoroughly since they would provide continual sustenance.) With all the pressures faculty face, it may be increasingly difficult for them to avoid becoming mere purveyors of information, instrumentalists insistent primarily upon providing students with tools. However necessary, that equipment does not constitute an education.

Nor does the challenge stop there. Students have not only to sense the significance of intellectual inquiry; they must also have the disposition to push beyond what is formally asked of them. It is always fascinating and gratifying to find students who have compiled long lists of books they must read before graduation. It is even more encouraging to find students who consider their four years as a time to shape their characters, not merely to "find" themselves. In short, the challenge is to assure an environment in which students take full advantage of the opportunity to explore and question at all levels. The present generation may not receive enough enticement to do this. And yet that is our central mission.

The world of higher education experiences the same cycles as most enterprises. But my reading of Trinity College in particular suggests the unusual good fortune we have had as an institution whose progress has been steady and profound. As I indicated at the beginning, that result can be attributed to a large number of people over many years. In conversation with people I repeatedly sense that education, despite its many critics, appeals to a deep conviction about the essential worthiness of our purpose. Even so unlikely a person as Kemal Ataturk, the founder of modern Turkey, was convinced that the future of his country lay basically with the schools. So it remains.

At Trinity we have the obligation to offer those programs which will help people think critically and compassionately about significant matters. We cannot promise any striking solutions or the eradication of the ills of the world, but surely we must so affect individuals that they have a better chance to improve their own lives and life around them.

A Special Dedication:

Trinity College lost two quite different, loyal friends this year. Of the first, Dr. Albert C. Jacobs, alumni will long remember his substantial contributions to the life and good health of this institution. In many ways he built the modern Trinity. During the years of his presidency, 1953–1968, he brought the College to its present strength. To his friends on the Board of Trustees, faculty, and staff, he brought a considerateness and concern that have been both lasting and legendary. It is appropriate that we use this occasion to recognize, once again, all that President Jacobs did for Trinity College.

I wish also to use this dedicatory note to honor Professor Clarence H. Barber, long a member of the music program at Trinity and long the close friend of faculty and students at the College. He had the gift of combining insight with humor and learning with affection. We shall miss “Pete.”

Theodore D. Lockwood

FACULTY PRESENTATIONS AND PUBLICATIONS

Listed below is a selection of faculty publications, scholarly talks, exhibitions, and the like for the period September 1976 to September 1977. The list is not intended to be comprehensive for either the faculty as a whole or the individuals named. Rather, it is meant simply to illustrate the variety of professional activities in which faculty are engaged.

David Ahlgren, Assistant Professor of Engineering

"The Use of DYNAMO in an Undergraduate Systems Analysis Course." Paper presented at the Fifth Annual Conference on Industrial Computing, Dartmouth College, 1977.

Gustave W. Andrian, Professor of Modern Languages

Modern Spanish Prose and Poetry (Macmillan Publishing Company, 1977).

Thomas P. Baird, Professor of Fine Arts, Part-time

The Way to the Old Sailors Home (A Novel) (Harper and Row, 1977).

Leonard E. Barrett, Charles A. Dana Professor of Religion and Intercultural Studies

The Rastafarians: Sounds of Cultural Dissonance in Jamaica (Beacon Press, 1977).

"Ethiopianism: A Search for an Identity." Paper presented at the American Academy of Religion Conference, St. Louis, 1976.

"Millenarian Aspects in the Rastafarian Movement." Paper presented at Amherst College, Mass., 1977.

"Rastafarianism as a Life Style." Paper presented at the University of Windsor, Ontario, 1977.

"We Are in a Rat-Race." An extended interview by the *Philadelphia Bulletin*, printed in *Discovery*, 1976.

Andrew S. Baum, Assistant Professor of Psychology

Architecture and Social Behavior: Psychological Studies of Social Density, with Stuart Valins (Erlbaum, 1977).

"Social and Spatial Aspects of Crowding Perception," with Glenn E. Davis, in *Environment and Behavior*, 1976.

Symposium on "Crowding, Stress, and the Ability to Regulate Urban Interaction," at the American Psychological Association, San Francisco, 1977.

Symposium on "Situation-Related Information as a Mediator of Responses to Crowding," at the American Psychological Association, San Francisco, 1977.

Andrea Bianchini, Assistant Professor of Modern Languages

"Fernando de Herrera's *Anotaciones*: A new Look at His Sources and the Significance of His Poetics," in *Romanische Forschungen*, 1976.

"Ideological Structures in Contemporary Latin American Theater." Paper presented at the Annual Meeting of the Northeast Modern Language Association, Pittsburgh, 1977.

Robert H. Brewer, Associate Professor of Biology

"Some Microenvironmental Influences on Attachment Behavior of the Planula of *Cyanea Capillata* (Cnidaria: Scyphozoa)," in *Coelenterate Ecology and Behavior*, ed. G. O. MacKie (Plenum Publishing Corp., 1976).

Joseph D. Bronzino, Vernon D. Roosa Professor of Applied Science

Technology for Patient Care: Applications for Today, Implications for Tomorrow (Mosby, 1977).

"Experimental Studies of Sleep in Animals," with P. J. Morgane and W. C. Stern in *Methods in Psychobiology*, ed. R. Meyers (Academic Press, 1977).

"Power Spectrum Analysis of EEG Activity Obtained from Caudal and Subcaudal Sites During the Vigilance State of the Cat," with W. C. Stern, J. P. Leahy and P. J. Morgane in *Brain Research Bulletin*, 1976.

"How to Educate Clinical Engineers—The Internship Approach," in *Journal of Clinical Engineering*, 1977.

"Computer Application in Patient Management—Its Impact Upon Medical Technologists," in *Proceeding of the Fifth New England Bioengineering Conference*, 1977.

"EEG Synchronization—The Role of the Anterior Raphe and The Region of the NTS." Paper presented at the Society of Neuroscience Meeting, Toronto, 1976.

"Investigation of the Role of the Anterior Raphe and Area Postrema In the Sleep/Waking Process Using Electrical Stimulation and Power Spectral Techniques." Paper presented at the 29th Annual Conference of Engineers in Medicine and Biology, Boston, 1976.

Robert A. Cale, Visiting Artist in Studio Arts

"Paperworks, Relief Printmaking, Lions Gallery of the Senses." Exhibit at the Wadsworth Atheneum, 1977.

Exhibit at the Boston Printmakers National Exhibition, De Cordova Museum, Lincoln, Mass., 1977.

Exhibit at the Biennial International Open Juried Exhibition, Philadelphia, 1977.

Exhibit at "Scapes and Shapes and Six New Active Artists," Mystic Art Association, Mystic, Conn., 1977.

Exhibit at the Mystic Marinelife Aquarium, Mystic, Conn., 1977.

George E. Chaplin, Associate Professor of Fine Arts

Exhibit and Gallery Talk, Hampshire College, Amherst, Mass., 1977.

Exhibit in the United States State Department program, "Art in Embassies," Bonn, The Hague, Teheran, Luxembourg, 1976–1977.

Edmond La B. Cherbonnier, Professor of Religion, Part-time

"Toward a Biblical Philosophy." Paper presented at the Annual Meeting of the American Academy of Religion, St. Louis, 1976.

Steven L. Christopherson, Assistant Professor of Education

"Processing of Prose by Good and Poor Readers." Paper presented with Charles B. Schultz at the American Educational Research Association Annual Meeting, New York, 1977.

Richard B. Crawford, Professor of Biology

"Effects of DDT in *Fundulus*: Studies on Toxicity, Fate and Reproduction," with A. M. Guarino in *Archives of Environmental Contamination and Toxicity*, 1976.

Ward S. Curran, Professor of Economics

An Economic Approach to Regulation of the Corporate Securities Markets (General Learning Press, 1976).

"Remarks Against Enactment of a State Income Tax." Paper presented at the Asnuntuck Community College, Conn., 1976.

"Appraisal of Earning Capacity of Victims in Accident Cases." Paper presented at the Connecticut Bar Association, Meriden, 1976.

John A. Dando, Professor of English

Programs on Current American Novelists, written and performed for the "Voice of America," 1977.

Norton Downs, Professor of History

"Sir Walter Scott and Geoffrey of Monmouth." Paper presented at the Conference to Celebrate the 150th Anniversary of Scott's Waverly Novels Announcement, Newberry Library, Chicago, Ill., 1977.

Alan M. Fink, Assistant Professor of Psychology and Director, Individualized Degree Program

"Peer Counseling at the High School Level." Lecture delivered at Wheaton College, Mass., 1977.

"Clinical Uses of the MMPI." Lecture delivered at Newington Children's Hospital, Conn., 1977.

Donald B. Galbraith, Professor of Biology

"Procollagen Enhancement of Mouse Tooth Germ Development *In Vitro*," with E. J. Kollar, in *American Zoology*, 1976.

"*In Vitro* Utilization of Exogenous Procollagen by Embryonic Tooth Germs," with E. J. Kollar, in *Journal of Experimental Zoology*, 1976.

Albert L. Gastmann, Associate Professor of Political Science

"International Responsibility for the Actions of States and Persons Acting on Their Behalf," in *Lustrum van een Ideaal*, 1977.

"Basic Concepts of International Law." Lectures series delivered at the University of the Netherlands, Antilles, 1976.

James K. Heeren, Associate Professor of Chemistry

"Some Mechanistic Aspects of the Wittig Reaction." Lecture delivered at Wellesley College, Mass., 1976.

George C. Higgins, Jr., Professor of Psychology and College Counselor

Paper on Teen-age Pregnancy Management, delivered to the State of Connecticut Department of Health, 1976.

Paper on Transsexuality, presented at the Connecticut Valley State Hospital Psychology Department, 1976.

Paper on the Psychology of the Married Transsexual, presented at the Fifth International Gender Identity Symposium, Eastern Virginia Medical School, Norfolk, 1976.

Dianne Hunter, Assistant Professor of English

"LeRoi Jones' Dutchman," in *The Practice of Psychoanalytic Criticism*, ed. Leonard Tenenhouse (Wayne State University Press, 1976).

"The Mother-Daughter Conflict in Virginia Woolf." Paper presented at the Modern Language Association Convention, New York, 1976.

"Self and Theater in *The Sea Gull*." Paper presented at the Northeast Modern Language Association Convention, Pittsburgh, 1977.

Gary C. Jacobson, Associate Professor of Political Science

"Campaign Spending and Voter Awareness of Congressional Candidates." Paper presented at the Annual Meeting of the Public Choice Society, New Orleans, 1977.
Seminar on the Effects of Campaign Spending in Congressional Elections at Yale University, 1976.

Gerald Kamber, Professor of Modern Languages

"Andre Gide and Max Jacob," in *FOLIO*, 1976.
"Cubism and Surrealism: Two Ways of Creating and Perceiving Art." Paper presented at the Convention of the Modern Language Association of America, New York, 1976.

Samuel D. Kassow, Assistant Professor of History

"Trotsky and the Bulletin of the Opposition: A Study of the Left in the 1930's," in *Studies in Comparative Communism*, 1976.
"The Problem of Soviet Jewry," in *Interchange*, 1976.
"The Crisis of the Russian University: Relations Between the Government, Professoriate and the Student Movement: 1899-1914." Paper presented at the New England Slavic Association Meeting, University of Connecticut, 1976.
"Tolstoy and the Crimean War." Lecture presented at Princeton University, 1976.

Arnold L. Kerson, Associate Professor of Modern Languages

"El Concepto de Utopia de Rafael Landivar en la *Rusticatio Mexicana*," in *Revista Iberoamericana*, 1976.

Nancy O. Kirkland, Assistant Professor of Psychology

"Facilitation of Free-Operant Avoidance in Cats with Septal Lesions." Paper presented at the American Psychological Association Convention, San Francisco, 1977.
"New Dimensions in Psychophysiological Research and Relationship to Clinical Practice: Analgesia." Lecture delivered to the Department of Psychology, Newington Children's Hospital, Conn., 1977.

Frank G. Kirkpatrick, Associate Professor of Religion

"Reflections on Transcendence." Paper delivered at the University of Nottingham, England, 1977.

Randolph M. Lee, Associate Professor of Psychology and Associate College Counselor

Lecture on Dance and Movement in Psychotherapy, delivered at the University of Massachusetts, Amherst, 1976.

Robert Lindsay, Professor of Physics

"Preparation, Structure, and Properties of Ytterbium Ruthenium Hydride," with R. O. Moyer, J. S. Thompson, and D. Kuhn in *Inorganic Chemistry*, 1976.

Charles W. Lindsey, Assistant Professor of Economics

"Market Concentration in Philippine Manufacturing." Paper presented at the Eastern Economic Association Third Annual Convention Program, Hartford, 1977.

William M. Mace, Associate Professor of Psychology

"James J. Gibson's Strategy for Perceiving: Ask Not What's Inside Your Head, But What Your Head's Inside Of," in *Perceiving, Acting, and Knowing*, ed. Shaw and Bransford (Erlbaum, 1977).

- "Seeing a Person's Age: A Change of Face in Perceptual Theory." Paper presented at Wheaton College and the University of Texas, 1976, 1977.
- Anthony D. Macro, Associate Professor of Classics
 "Imperial Provisions for Pergamum: OGIS 484," in *Greek, Roman and Byzantine Studies*, 1976.
- Michael R. T. Mahoney, Genevieve Harlow Goodwin Professor of the Arts
The Drawings of Salvator Rosa (2 Volumes) (Garland, 1977).
- Theodor M. Mauch, Professor of and Ellsworth Tracy Lecturer in Religion
 "Human Loss and Gain in the Adam-Eve Story." Lecture presented at The Masters School, New York, 1976.
- Clyde D. McKee, Jr., Associate Professor of Political Science
 "Connecticut: A Political System in Transition." Paper presented at the Annual Meeting of the New England Political Science Association, Brown University, 1977.
- J. Bard McNulty, James J. Goodwin Professor of English
 "Literature as a Form of Order," in *College Literature*, 1976.
Modes of Literature (Houghton Mifflin, 1977).
- Stephen Minot, Professor of English, Part-time
 "Creative Writing: The Student's Motive," in *College Composition and Communication*, 1976.
 "A Passion for History," in *Prize Stories, 1977, The O. Henry Awards*, ed. William A. Abrahams (Doubleday, 1977). Also in *The Best Stories*, ed. Martha Foley (Houghton Mifflin, 1977).
 "Hey, Is Anyone Listening," in *The North American Review*, 1977.
 "Reading the News/Keeping Informed," in *Paris Review*, 1977.
 "Teddy, Where Are You?," a reading at the Oswego Writing Arts Festival, New York, 1977.
 Writer in Residence at Worcester State College, March, 1977.
- Ralph O. Moyer, Jr., Associate Professor of Chemistry
 "Preparation, Structure, and Properties of Ytterbium Ruthenium Hydride," with R. Lindsay, J. S. Thompson '74, and D. Kuhn '75 in *Inorganic Chemistry*, 1976.
- Harvey S. Picker, Associate Professor of Physics
 "Bounds on the Rate of $^1\text{H}(\text{p}, \text{e} + \text{z})^2\text{H}$ in Impulse Approximation," with M. I. Haftel in *The Physical Review*, 1976.
 "Are Pionic Exchange-Current Contributions to $\text{p} + \text{p} \rightarrow ^2\text{H} + \text{e}^+ + \text{z}_\text{e}$ Well Determined?" in *Meson-Nuclear Physics*, 1976.
- William J. Puka, Assistant Professor of Philosophy
 "Love and Justice." Lecture delivered at Leicester University, England, 1977.
- David L. Reiner, Assistant Professor of Mathematics
 "Rook Theory II: Boards of Binomial Type (joint)," in *S.I.A.M. Journal of Applied Mathematics*, 1976.

"Algorithmic Methods in Computer Calculus." Lecture delivered at NERCOMP's Conference on Instructional Computing, Dartmouth College, 1977.
Paper on Multivariate Sequences of Binomial Type at the M.I.T. Combinatorics Seminar, 1977.

David A. Robbins, Assistant Professor of Mathematics

"Gelfand Representation of Banach Modules." Paper presented with J. W. Kitchen to the Annual Meeting of American Mathematical Society, St. Louis, 1977.
"Gelfand Representation of Banach Modules." Seminar conducted at Yale University, 1977.

Michael P. Sacks, Assistant Professor of Sociology

"Sexual Equality and Soviet Women," in *Society*, 1977.
"Women in the Industrial Labor Force," in *Women in Russia*, ed. D. Atkinson, A. Dallin, and G. W. Lapidus (Stanford University Press, 1977).
"Soviet Youth in Transition: The Impact of Social Change on Early Career Patterns." Paper presented at the New England Slavic Association Annual Meeting, Harvard University, 1977.

Shulamit V. Saltzman, Visiting Artist in Dance

"Choreography of Prayer," in *The Second Jewish Catalog* by Michael and Sharon Strassfeld (Jewish Publication Society, 1976).
Dance concert performed at Merce Cunningham Studios, 1977.

August E. Sapega, Professor of Engineering

Panel on "Choosing a Maxi or Mini Computer," Wellesley College, Mass., 1977.
"Experience in Sharing Computing Services Through Telephone Connections to Remote Computers." Paper presented at the New England Regional Computing Network Annual Meeting, Yale University, 1977.

Craig W. Schneider, Assistant Professor of Biology

"Investigations of the Marine Algae of South Carolina: New Records of Rhodophyta," with D. R. Wiseman and W. Schneider in *Rhodora*, 1976.
"The Effect of Thermal Pollution on *Codium* and *Neoagardhiella* in the Millstone Quarry, Waterford." Paper presented at the Sixteenth Northeast Algal Symposium, Woods Hole, Mass., 1977.
"Biogeography of Benthic Seaweeds and the Origin of the Offshore Flora of Onslow Bay, North Carolina." Lecture delivered at Yale University, 1977.

Charles B. Schultz, Associate Professor of Education

"The Usefulness of Cumulative Deprivation as an Explanation of Educational Deficiencies," with H. A. Aurbach, in *Urban Problems: Psychological Inquiries*, ed. H. Kalt and S. Zalkind (Oxford University Press, 1976).
"The Effect of Culturally Indigenous Word Lists on Recall and Clustering by Lower-class Blacks and Middle-class Whites." Paper presented with M. R. Foster and E. A. Lowey at the Annual Meeting of the American Educational Research Association, New York, 1977.
"Some Limits to the Validity and Usefulness of Student Ratings of Teachers." Paper presented at the Third International Conference on Improving University Teaching, Newcastle-upon-Tyne, England, 1977.

Roger D. Shoemaker, Assistant Professor of Theatre Arts
Paper on Theatre Planning and Curriculum for Small Liberal Arts Colleges, presented at the American Theatre Association National Convention, Chicago, 1977.

Robert E. Shults, Associate Professor of Physical Education
"Good Balance Vital to Making Good Throw," in *Baseball Nuggets*, 1977.

Edward W. Sloan III, Professor of History
Graduate seminars on American Maritime History and American Maritime Studies, Mystic Seaport, Conn., 1977.

Ranbir Vohra, Charles A. Dana Professor of Political Science
Seminar on "Modernization" presented at the Institute of History, Normal University, Taiwan, 1977.
Seminar on "Comparative Change in East Asia" presented at the School of International Studies, New Delhi, 1977.
"The Chinese Scene Today." Lecture delivered at the India International Center, New Delhi, 1977.
Seminar on "Cultural Change and Modernization in China" at the Iranian Center for the Study of Civilization, Tehran, 1977.

David Winer, Associate Professor of Psychology and Dean of Students
"Children in Motion: A Discussion of Hyperkinesis." Paper presented at the New England Psychological Association Annual Meeting, Clark University, Worcester, Mass., 1977.

